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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 2**

**Name / Theme or Unit: Poetry**

**Time Frame: 2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about the elements of poetry and how authors use these to play with language and create meaning. They will use this knowledge in an analysis of a selection of poems from the text and outside sources. They will then use these elements to compose an assortment of poems themselves. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.1. Be able to distinguish the differences between and when to use specifically literal versus figurative language.  10.2. Understand and use correctly positive and negative connotations in the English language.  10.13 Recognize and identify figurative language, imagery, allegory, and symbolism in various literary text.  10.18 Use more descriptive language, action verbs, sensory details, and modifiers in the correct places; vary language and word usage  10.28 Effectively use literary elements in narrative writing such as plot, voice, literary devices, and tone.  10.36 Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.  10.45 Develop and teach constructive criticism skills in the areas of peer and self evaluation.  10.49 Analyze various occasions and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) that are most valuable in the situation; practice and apply the techniques  10.59. Read with a rhythm, flow, and meter that sounds like everyday speech | |
| **Essential questions:**   1. What is imagery and how does it affect our experience of a poem? 2. What is figurative language? What makes it a powerful way to convey meaning? 3. How do poets use the sound of language to enhance their poetry? 4. How can we analyze the structure and rhyme scheme of poems to guess at its meaning? 5. How can poetic elements be used effectively to write interesting and meaningful poetry? | **Expected language:**  Literal and Figurative Language, metaphor, simile, personification, imagery, sensory language, image, onomatopoeia, rhyme, rhyme scheme, rhythm, alliteration, ode, sonnet, line, stanza |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Poetic terms definition sheet (attached) for completion marks and use in the test  5 sense sentences and mini-presentation – marked on quality of sensory description  Storm in the Mountains IR questions and picture assignment (attached)  Figurative Language group examples  Figurative Language examples taken from poem readings  Ode to an everyday object (attached)  Alliteration mini-poem pair presentation. (attached)  Noisy Scene Poem | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Imagery**  Students will begin with a short presentation that they will write and present in one class. Students will be given a handout (photocopies in the cupboard) with a list of descriptive sensory words divided by the sense they pertain to. Using this list to help them, students will each write 5 sentences about an experience they had over the Christmas vacation, each one focused on a particular sense with as many descriptive adjectives as possible. They will then choose the best one to read to the class and the other students will guess which sense is being described. The student then will have 30 seconds or so to relate to the class the experience that the sentence is about.  Students will be given a notesheet of the poetic devices for them to learn throughout the course of the unit (attached) with the definitions and examples left blank. Their completed sheet will be allowed in the Test at the end to encourage them to take notes and write copious examples. The students will then view a power point on imagery and the use of sensory language (attached). They will make the distinction between the word “picture” (related to sight only) and “image” (related to any of the 5 senses). Next, students will read the prose poem “A Storm in the Mountains” in the Interactive Reader and do the questions at the end. They will be assigned to draw a picture of the scene described in the poem, and be creative in representing the images created by the author (eg. the lightening as the arrows of an army, the trees like black mountains, etc.).  **Figurative Language**  Next, students will learn take notes (power point attached) and fill in the definitions for 3 types of figurative language (metaphor, simile, personification). In groups of 2 or 3, students will create several examples of similes and metaphors using objects found in the classroom and individuals in the class. Eg. (Santiago is like a filing cabinet, strong, silent and cold, but full of ideas and information, etc.). Each group will choose their best metaphor and then draw it on the board with a picture of the person, and the object, and a point form list of qualities that are shared by both. Students will discuss the meaningfulness and power of such language in describing things.  Students will read 3 poems related to figurative language: “Dreams” (from the Interactive Reader), “Heart! We will forget him!” (from the text), “Smile” (text attached, with mp3 version of song), and “Ode to my Socks,” (from the text). For each poem, students will be asked to discuss as a class and write down every example of simile, metaphor, and personification they find. The list of examples will be collected for a completion mark.  Students will then write an Ode of their own (assignment attached) along the line of one of Nerudas. They will choose a common object in their life, write a poem addressing the object as if it were a person (personification) and describing it’s virtues using metaphors and similes.  **Sound Elements**  Students will view one last power point on sound elements in poetry, including rhyme, rhythm, and alliteration, and onomatopoeia. Students will practice writing down rhyme scheme for several poem examples in the power point. In groups of two, students will be given an initial consonant sound (eg. “*ch*,” “*b*” “*n*” etc.), and write a 4 line poem that rhymes in an abba pattern and contains as much alliteration using their consonant sound as possible (assignment attached). Students will read their poem together at the front of the class and the other students will give informal feedback about their presentation.  Afterwards, the class will watch and sing along to a Youtube video of “Old McDonald had a Farm” <http://www.youtube.com/watch?v=7_mol6B9z00> and identify the onomatopoeias. The class will then brainstorm a list of onomatopoeias and shout them out randomly at the teacher, who will attempt to write them all down on the board. Students will copy a selection of them for their definitions sheet.  Students will then read “Jazz Fantasia” in the textbook. To prepare the students, the teacher will draw 3 instruments on the board with labels: a banjo, a saxophone, and a drum kit. The teacher will then play 3 clips of jazz music for the students to listen to and they will be asked to identify the instrument that is prominent, and then come up with sound imagery adjectives from their list to describe the contrasting sounds of the different music. Clips:  Jazz Saxophone: Adam Carillo <http://www.youtube.com/watch?v=KeTYxQkYfQw>  Jazz Drumming: Modeski Martin and Wood <http://www.youtube.com/watch?v=rgyHqJ4U1UE&feature=related>  Jazz Banjo: Bela Fleck and the Flecktones <http://www.youtube.com/watch?v=2Tq7Bm6IM-g&feature=related>  Students will then listen to the teacher read the poem “Jazz Fantasia” noting the different sound effects and moods produced by the alliterations and onomatopoeias, (sometimes clanging, sometimes intensely rhythmic and violent, sometimes smooth and peaceful). Students will then practice reading the poem together in chorus repeating after the teacher, and finally read the poem in chorus together from beginning to end.  Next, Students will write a noisy scene poem in pairs (assignment attached). The students will be given a choice of setting (jungle, restaurant kitchen, busy office, soccer match, factory, etc.), and they will write a poem containing onomatopoeias and alliterations describing the scene. The students will be given time to write the poem in class in pairs and more time to rehearse reading the poem out loudly with lots of emphasis on the sound effects used.  **Poem Interpretation**  Finally, students will read, with guidance and help from the teacher, “Shall I Compare Thee to a Summer’s Day?” in the textbook. The teacher will project the poem on the whiteboard and let the students work out the rhyme scheme as well as interpret each line and note the structure of the sonnet. Using a marker, the teacher will introduce the concept of glossing poems, or writing notes, definitions, and interpretive questions all over them to piece together their meaning.  To conclude the unit, the students will write a test (attached) with several poems to analyze and poetic devices to identify and discuss. They will be allowed their notes sheet that they themselves completed in class. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Assorted web images, videos and MP3s  **Holt Language and Literature Text:** Assorted poem readings.  Teacher Created Resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_0%\_\_

REFLECTIONS: This unit was not covered this quarter because I was away on paternity leave. Instead, students did an informational materials self-study unit while I was gone. Poetry will instead be covered in the 3rd quarter.